

# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

Vol. XVI.

ST. LOUIS, DEC. 3, 1883

No. 12.

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## ILLINOIS.

The corner stone of the Chicago Manual Training School was recently laid, and the work of erecting a beautiful building is progressing rapidly, and it will be completed in January next. It will cost \$100,000, and the money has been provided by the Commercial Club. Mr. Bellfield has been appointed principal, and the school will be under the direction of Prof. Woodward of the St. Louis Manual Training School.

The superintendent of the public schools reports the enrollment as 62,270, and the attendance 59,100, of which 16,000 attend half a day. The night school attendance is 3,200.

The school board appointed eight temporary and 27 permanent teachers, and authorized the purchase of a site for a new school house at \$9,500.

Chicago has, under the auspices of the Young Men's Christian Association, a public library for the blind, and teachers ascertain from the pupils where the blind live, and send a report weekly to the library, and the children delight in carrying the books to the blind people.

The Catholic Church has 40 parochial day schools, with 22,000 pupils. They pay from 25 to 30 cents per month, and the teachers receive as salary from \$250 to \$300 per annum. They have also a kindergarten with 300 pupils between four and seven years old.

The Catholic parochial school in Shawneetown was ordered by the bishop to mix the colors by admitting colored children to a room occupied by whites, whereupon the whites rebelled and left the school.

Forty-seven school districts in Edwards county have this year a tax levy of \$14,600, which is \$2,225 more than last year.

The Navy Department has assigned Mr. Woods, an engineer, to the position of Instructor in Mechanical Engineering at the State University, Champaign.

Champaign county has 139 public schools, with 9,133 pupils.

The Presbyterian Synod went on an excursion from Alton to Godfrey, to visit Monticello Seminary.

On the cultivation of the minds and hearts of women depend the welfare and the happiness of the race. Napoleon said: "The future destiny of the child is always the work of the mother."

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No. 12.

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ST. LOUIS, DEC., 1883.

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We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

Our associate editors are only responsible for such articles as appear over their own signatures or initials.

Rev. Drs. Irwin of Lindenwood College, and Morrison of Drury College, were present at the Presbyterian Synod at Springfield, and aroused considerable educational interest for their schools.

Let us press on and show not only the value but the necessity of the work our teachers are doing as well, and then every other State will come up and do as well or better than Missouri has done.

Dr. Shannon's official report says the average increase of the wages paid to our teachers last year, was \$19.62. We can double this and more too, if we take hold now, and secure by petitions fifty millions to be distributed per capita for education. Is it not worth a trial?

We think so.

It is a bad year at best for the State University of Missouri. In the first place it has the incubus of a moral bankrupt to carry as its President, and in the second place its whole programme will be broken in upon if not broken up by disturbance of mechanics in their work. Only two persons, though, out of our whole population in St. Louis, ventured up there last year, and a large number of persons throughout the State are advising young people to give the concern a wide berth, until the "wall street gambler" who was obliged to "buy his continuance," steps down and out.

WHAT WAS the population of the United States in 1836, when John C. Calhoun got a bill through Congress distributing for education and other internal improvements \$28,000,000, on the per capita basis?

Not only have we been able to secure an advance of about \$20 per year to the wages of every teacher in the State of Missouri, but we have also seen public sentiment ripen up to the point of appropriating \$100,000 to enlarge the State University to meet the growing demands of the people, and that too in the face of the fact that the cowardly Curators allowed a moral bankrupt to "buy his continuance" as its President.

"SAN FRANCISCO must have a Manual Training School," writes Mrs. Susan M. Bowles of the Industrial Art School, to a friend in St. Louis, and Prof. Woodward is appealed to for reports, forms and methods.

We have been enabled to create a public sentiment in Missouri by which the average increase of wages paid each teacher in the State, according to Dr. Shannon's last official report, amounted to \$19.62.

It has taken some time to do this, but our teachers realize now the value of the work this journal has done for them in this very substantial way.

If our politicians could rise into the realm and atmosphere of patriotism, they would let the tariff question alone, collect the revenue, and distribute \$50,000,000 per capita, for educational purposes, among the people.

That line of policy will win.

The Trades and Labor Federation of Missouri, at a meeting held recently in St. Louis, resolved for compulsory education, free books and materials in schools, and prohibiting children under 14 years old working in factories and mines.

The Century Club, composed of educators mostly, has been reorganized in this city.

Teachers in primary grades of the public schools are required to sharpen the slate and lead pencils of 21,000 pupils twice a day, in order to secure uniformity in making lines in drawing and writing. Each teacher has to sharpen about 120 pencils, and they are trying to invent a pencil-sharpening machine.

Public school teachers on leave of absence will have to notify the superintendent two weeks before their return of their intention to come back, or their positions will not be reassigned them.

We close Vol. XVI. with a larger subscription list than ever.

We have made several important consolidations of late, and the year will close the most prosperous in our history, thanks to our friends.

The average rate of increase in the wages of the teachers of Missouri last year was \$19.62, and we take both pride and pleasure in the help this journal has given to secure this result.

We shall make the JOURNAL stronger in every department next year than ever before, and we ask for the continued and more extended co-operation of teachers and school officers in the work of circulating this journal. The results show that it is a paying investment.

MEETINGS are being held and petitions circulated asking Gov. Hamilton of Illinois to call an extra session of the Legislature, to take measures for rebuilding the Southern Normal University at Carbondale.

This is well. Dr. Allyn, his teachers and students, have done a work of inestimable value to the State, since the University was opened, and there should be no delay in rebuilding it.

THE annual meeting of the State Teachers' Association of Illinois will be held in Springfield Dec. 26, 27, and 28, and the meeting of county superintendents will convene at the same time and place. Reduced rates of fare will be given by railroads and hotels.

Thirty thousand school children were given a holiday and admitted free to the St. Louis Fair on the first day.

Twenty-one evening schools, for youths between 14 and 20 years, were opened in October, and will continue until the middle of February.

There are 20,460 pupils in the public schools studying German.

## INDUSTRIAL TRAINING.

DINNER parties make excellent anvils, when as in Boston the other day, as steel sharpeneth steel, so did the countenance of one man that of his friends.

Those who have met Mr. Mather of Manchester, England, in his visit through our country, cannot fail to have been impressed by the keenness of his observation, his searching, careful inquiries, and his clear views concerning American customs and institutions.

Now that he has finished his tour from the Atlantic to the Pacific, and has seen us in all our many sidedness, his farewell remarks come freighted with interest, warning and encouragement. Few Englishmen have seen us as we are better than Mr. Mather. Everywhere he went he made it a point to get acquainted with the people—the populace—he fitted himself into their lives and sought to know them as they were amid their environments and under their own conditions. Thus he mingled with workmen and employers, with pedagogues and school children; with the Canadian in Canada, the Indian on his reserve, the Mormon in Utah and the Chinese in San Francisco.

Everywhere he was the student, closely attentive to the doings of men and women who rejoice in personal freedom and self-government.

At this farewell dinner Mr. Mather said:

"When one comes to this country he contemplates with wonder the achievements of the present and looks forward with hope to the possibilities of the future.

I have observed there is in this country a manufacturing skill and engineering ingenuity that cannot be observed anywhere else in the world.

The great mass of your people have had to rely on the education of the public school, and the boys have left school with an ambition to excel in whatever they undertake.

The way to train men is to bring the minds of boys at an early age in contact with the industrial arts which are necessary to give them a taste for industrial trades. Our workmen require now every year a higher skill, and a knowledge of scientific laws such as they formerly had no need of.

In order to force ourselves into the markets of the world, we must go before them with articles of such beauty and of such a cheap character that the world will be obliged to buy from us. We must place before our men an education of a scientific character, enabling them to understand up to a certain point the laws with which they have to deal. We must teach them that to understand these laws

is much simpler than to understand something of the words of grammar, and certainly much more useful. By such teaching the moral and intellectual faculties will be quickened, we shall make altogether different workmen and different citizens from those who have gone before.

## A GOOD MOVEMENT.

AT the Inter-State Educational Convention held in Louisville, the following gentlemen were appointed to memorialize Congress to grant Federal aid to the cause of education, as per the following resolutions:

*Resolved*, That a commission be appointed to memorialize Congress upon this subject, and to assist in securing the legislation necessary, and

*Resolved*, That such aid should be distributed under State laws and by State authorities exclusively, and with proper guarantees for its faithful application.

Messrs. Bicknell of Mass., Northrup of Conn., Lytle of Penn., Newell of Md., Curry of Va., Thompson of S. C., Waite of N. Y., Gregory of Ill., Haygood and Orr of Ga., and Fitzgerald and Payne of Tenn., were appointed members of such commission.

Now let every teacher, tax-payer and school officer in the country back up the efforts of the commission by sending petitions to Congress for immediate action on this matter.

The money is in the treasury; over \$100,000,000 of it, and in five years there will be over \$500,000,000. It belongs to the people—they need fifty millions of it now to meet an emergency—the people can get it and have the use of it if they ask for it for educational purposes. Congress will not refuse it if the people ask for it in sufficient numbers. Circulate and send in the petitions.

Every teacher and every pupil, every school officer and every tax payer should sign these petitions.

## HARD AT WORK.

REV. DR. HAYGOOD, general agent of the "Slater Fund," met the trustees in New York, in October, and submitted his report.

The facts as reported furnish more evidence of the necessity of aid from the General Government to educate the people.

This report shows that more than half the colored children in the Southern States, who are of proper age to attend school are not enrolled, and that a great majority of the colored teachers are ignorant and unskillful. It also suggests practical plans for the education of the colored people of the South.

The reports of the Finance Committee and Treasurer Morris K. Jes-

sup were received and referred to the Auditing Committee. It appears that the income of the fund for the current year is about \$60,000, from which an appropriation of \$20,000 has already been made, and \$16,000 has been allotted to twelve institutions in seven Southern States. All these institutions have undertaken to provide industrial training. Other appropriations will soon be made to the extent of the available means of the fund.

If men like Peabody and Slater could, as individuals, give millions for education, certainly now that the great pressure is upon us, all the people can, without ever feeling or knowing it, only in its beneficent results, give fifty millions. In fact, the cash is already in the United States treasury, only waiting the action of Congress to appropriate, and devise the best means of distributing it.

When we consider the fact that the total school population of the United States is about 16,000,000, and the average daily attendance is less than 6,000,000, leaving over 10,000,000 growing up in the darkness and helplessness of ignorance, it seems to us no other and no further plea should be necessary with intelligent, patriotic men, to move them to action.

Let us have the *fifty millions* appropriated. Let us do our duty, and do it now. Let the petitions pour in, based on these facts. Let action be taken early in the session, when Congress meets in December.

Let every teacher get the petitions into immediate circulation, and forward them as soon as signed, to the Senators and Representatives in Washington, D. C.

## NATIONAL AID.

MR. WINTHROP of Mass., one of the trustees of the Peabody Fund, says: "The statistics of illiteracy show that private benefactions, however liberal, would not suffice for its removal, therefore the trustees of the Peabody Fund should memorialize Congress to appropriate money in aid of education in the South."

The trustees adopted a suitable memorial for the above purpose.

Dr. Haygood of Ga., in an address at Chautauqua last Summer, showed that in the former slave States there are 3,000,000 children of school age who never go to school; that the illiterate vote in the South had increased by 187,000 between 1870 and 1880, and now constituted about a third of the black and white population. He urged National aid for educational purposes in the South.

One of the opponents of National

aid to education was interviewed with the following result:

"Are you not in favor of education?"

"No, siree, I hain't, because it makes more work for me. You see, before I was eddicated all I had to do was to make a cross mark for my name, but now I've got to wrassel with a pen-pint half an hour, and run my tongue out like a slice of liver, just bekase I kan sign my name. I'm too well edicated to be fooled any farder."

## SOME TESTED EXPEDIENTS—II.

BY ANNA C. BRACKETT.

I SPOKE last month of our system of quotations, and of what we seem to accomplish by it. But to know the name, Nation and dates of birth and death of a writer, is to know very little about him.

Nothing can be more foolish than to encourage pupils in trying to commit to memory dates of births and deaths; for except in the case of suicides, the birth and death of a man are probably the two dates of his life for which he is least responsible.

That he belonged to a certain Nation is a fact of more relative significance to us certainly, but of little to the child, with his very limited knowledge of the peculiarities and tendencies of different Nations.

That our writer lived in a certain century does give us some idea of the influences around him, if we are versed in the history of the time. The child however has not yet these general conceptions. Indeed, it is these general conceptions that we are trying to form for him.

When therefore we really do know the merely external facts of a writer's life, we do not know the writer. He is to be learned only through his works. Here presents itself the practical problem of how we are to give our pupils any real familiarity with any author, considering the number of things which we are held responsible for doing in the schools, and the limited time at our disposal.

We can suggest that they read such and such books at home. But here we are met by the difficulty that they do not own the books. What the children really ought to be reading, is standard works and the poems of writers of acknowledged merit. What they do read is illustrated newspapers, novels which will never be heard of after one season—in fact, "anything that happens to turn up." At the very best, they read accounts of travels and discoveries.

I am thinking in all this discussion of the literary side of the question, not of the geographical or scientific



side, and therefore I want them to read the best specimens of English, not merely the most exciting narratives.

I am also thinking that the fleeting writings of the day they will probably read in any event. But we want to make them read things which they would probably not read without an influence. We want them to become really acquainted with authors who otherwise would be comparatively unknown to them, and to recognize and comprehend allusions, which otherwise would be as a hieroglyphic character.

We must read to them. But when? In my own school we had ten minutes which were given up to mental arithmetic, so called, four days of the week. In one of the rooms I took this ten minutes' time, and selected to have read, Hood's poem of "Miss Kilmansegg." In the first place I believe in giving something funny and entertaining once in a while. Our school work is in frequent danger of becoming too sober and almost solemn.

If we can have a little fun, and good fun, it is a relief. Then I do not know of any poem of equal length which contains so many allusions to other literary works, real and fabulous, as this. Hood's mind was full of his own reading, and wonderful at seeing resemblances, so that the most unexpected resemblances and allusions are always flashing forth.

We went through with this poem to the great pleasure of the girls, taking only the forty minutes a week and in four portions. The girls enjoyed it, grew quick to catch the puns, and by looking up the references, got their mental horizon considerably widened.

Then, because Hood had other sides than the ludicrous, we followed this with several other of his poems "Bridge of Sighs," "Song of the Shirt," "Ruth"; also, the "Irish Schoolmaster," and others. So that every girl in that room had a pretty good knowledge of Hood as a writer, before we left him.

Then came Byron's "Mazeppa," which was one of our references in "Miss Kilmansegg," (I read of course only the description of the ride,) and the two were compared.

But I had been strongly reminded of Wm. Allen Butler's deservedly famous American poem of "Nothing to Wear," and obtaining a copy from the author, that also was read.

Another allusion in Hood's poem was to the celebrated Mrs. Gamp, in Dickens' "Martin Chuzzlewit," so then we went to that, and read all the

scenes in which Mrs. Gamp appears in the three volumes of that novel.

The class was translating from Alphonse Daudet's "French Sketches," and had there come across a reference to the flying island, in "Gulliver's Travels." So after Mrs. Gamp we took up "Gulliver's Travels," and read considerable of Dean Swift.

Before the year came to an end—and they did not take this work up at its beginning—they were reading the first two books of "Paradise Lost." Now all this was done in ten minutes a day of four days in a week, in less than one school year.

And after all, perhaps one of the best lessons the girls had learned, was, how much can be done in ten minutes a day, if it be used faithfully, regularly, and in one line.

So many people do not read anything of real value, because they have so much to do and so little time. But there is hardly any one who cannot manage to secure ten minutes a day, and to know how much can be done in that time may be an encouragement to some who may chance to see this article, as well as an incentive to teachers to do better than we have done in the line of cultivating a literary taste in their pupils.

#### NOTES OF PROGRESS.

CLOSE observers of hand-work and manual training in schools, claim it not only gives freedom to the hand and awakens quickness of perception, but leads to inventiveness and to art itself. A boy trained to original design learns drawing very quickly, and after the general ideas of design are familiar to him he masters modeling almost at once. He has begun to think about form and proportion, and their application; and he who does this finds nearly all industrial arts easy. The boy who can design patterns, knows that he has a general grasp of many arts, or that he can easily learn them if he tries.

In one of the St. Louis schools a girl 13 years old was given problems in complex fractions to write out, and she headed her paper "Perplexed Fractions."

The Supt. of Akron, O., schools, said: "Education is a difficult and delicate art; it requires an intimate acquaintance with the nature of the human mind, and the best way of operating upon it; it requires a knowledge of how minds are influenced by moral motives, as well as how both moral and intellectual operations are acted upon by outside influences."

Prof. Sill of Detroit, says: "Children hardly know how to study; they are prone to learn only words; they misapply their energy in doing the things they ought not to do. They

need intelligent guidance at every step, and only the teacher can give this guidance."

Primary schools in Daviess county, Ind., use alphabet cards in connection with reading, writing and spelling exercises. The pupils have the cards on their desks, and arrange them to spell words.

The disposition to acquire knowledge is one of the child's greatest needs, and this the teacher should aim to cultivate.

The one great danger in teaching is its tendency to narrow the thought and contract the mind of the teacher.

It is not what the child knows that a teacher is to be judged by, but what the child is capable of knowing as the years go by, that fixes the value of the teacher's work.

The best work the teacher does for a child is to teach him how to learn for himself. The aim of the school is to prepare the child for the successful use of his faculties in later life.

Close thought on all sides of a subject is what the teacher needs in order that she may do the right thing the first time, and not waste her energies in undoing her work. More meditation means clearer, grander success.

In the power of habit lies the power of education, and the teacher must hold the child up to the best sentiment until the habit is fixed pleasantly but unyielding.

The Indianapolis *Educational Weekly* says: "The people need to know more about the schools and the schools more about the people, where children attend them daily.

The tendency at present is toward a closer union of effort between teachers and parents. The ways of the school are better known to parents than formerly. Schools have more regard for the wishes and interests of parents. In some counties the channel of intercourse between the schools and the parents is the county paper containing an educational column. Wake up the county papers, and through them wake up the community."

Kansas City school teachers in the monthly social meetings, are called on in the alphabetical order of their names, to give quotations from Shakespeare which they suppose relate to educational methods or principles.

The sanitary officer of Kansas City has threatened to prosecute any teacher who permits unvaccinated children to attend her classes.

The St. Louis School of Pedagogy at a recent meeting appointed a committee of nine to prepare a list of books, in the libraries of the city, suitable for home and supplementary reading, and also to suggest how to

use them in connection with school studies in the intermediate and grammar grades.

Joseph W. Piles, principal of one of the colored schools of St. Louis, has been appointed a clerk in the office of the Secretary of War, he being the first colored man to receive appointment under the new civil service rules.

Paris, Monroe county, public schools have 220 pupils.

Educators of Butler county have formed an association for co-operation in school work.

The weekly pay roll of teachers in the St. Louis public schools is \$15,700.

The neglect of education is most harmful to the State itself, since our highest well being and the maintenance of the State depend upon it.

Whatever the highest of the human race has achieved has been done by education and by faith in personal immortality.

#### THE SOUTH.

THE whole South are awake and interested in this matter of \$50,000,000 for educational purposes.

The burdens under which they stagger and struggle are such as to preclude all hope of properly educating all the people.

It was in view of these facts that Mr. Willis said at the Inter-State Convention held at Louisville, that "while the South was doing her best for education, she needed assistance from the General Government, and he was in favor of proportioning such aid to the amount of school fund raised by each State. The Government could easily furnish the money, as the surplus in the treasury is now about

\$100,000,000,

and in five years will be \$500,000,000. No better use could be made of this surplus than to divide part of it among the States in aid of education. Every President of the United States had advocated Federal aid to education, and some bill favoring such a measure would be passed at the next Congress."

Mr. Money of Mississippi, coincided in the views of Mr. Willis.

Senators, representatives, governors, judges and the people too, are in favor of an appropriation of "fifty millions" a year for the cause of education.

Our teachers, 200,000 of them, should take hold now, and circulate the petitions asking for this appropriation, and send them on to the Senators and Representatives from the States in which they reside.

# ARKANSAS

## American Journal of Education.

J. KELLOGG, ..... } Editors  
J. B. MERWIN, .....

### ARKANSAS.

MR. NEWELL of Md., before the Congressional Committee on Education, in 1882, said:

"I am old-fashioned enough to think that the State ought to do nothing that the private individual can do as well, and I am willing to carry it further and to say that the National Government should do nothing that the State Government can do as well; but all history and all experience prove to us that the individual is not able to educate his children; he has never done it in the history of the world; the State must come in and aid him in the work; and I think we have proved abundantly that in our Southern States at all events the State is not able to do the work of education.

Therefore I say it is the duty and the privilege of the National Government to come in and help the States to do that which they are willing but not able to do."

The educators of Arkansas ought to back up the above argument for Federal aid by sending petitions to Congress asking for \$50,000,000, to be distributed per capita of population, so that Arkansas would receive \$802,500 as an addition to its school fund.

The Arkansas permanent school fund has \$164,000 in six per cent. bonds.

Little Rock has seven public and seven private schools, with 1,600 pupils. The Woman's Educational Association of this city is for the purpose of assisting school teachers.

Certainly, it is not too much to ask that we have schools sufficient to teach to *all* at least the three Rs. Let us then petition that *fifty millions* of the surplus money in the United States treasury be distributed among the States on the basis of population, for educational purposes.

THE facts in regard to the prevalence of illiteracy in the several States, are of public record. This illiteracy is a menace to our form of government, and a blight upon our prosperity as well.

Money for education is an investment that pays a large per cent.

This is a great opportunity—a great occasion—a great emergency. If our teachers and the people rise to its level and comprehend it and compass it, the whole Nation will start forward and upward.

The money has been collected—the illiterates swarm about us on every hand. Let our tax-payers, school officers and teachers unite *now*, and thoroughly canvass every school district for signers to the petition presented in another column, or some similar one, and send on the names to their Senators and Representatives at Washington, when Congress assembles in December, to appropriate \$50,000,000 for education, and we shall win.

### COLLEGE SKETCHES. NO. 3.

#### PSYCHOLOGY.

WE began this quarter the study of metaphysics, or the science of mind.

Dr. B——'s method of teaching is one of the best. We are required to arrange and write, in a neat, concise form, ideas and definitions gleaned from his lectures and diagrams, from text books, and original thoughts drawn from our "inner consciousness."

The study of psychology, like worldly charity, must begin at home. We must close our eyes and look within.

The mind is one and indivisible, and may be likened to a precious jewel, whose flashes of wit, play of fancy, and glow of intellect shine more brilliantly than the brightest star in the firmament.

The scintillations of our mind-star are called faculties.

The intellectual faculties are the powers of the mind to know: the emotional faculties are the powers of the mind to feel; and the will faculties are the powers of the mind to choose and act.

Perception enables us to form an idea of objects through the senses. By means of our representative powers we may reproduce what transpired long ago.

Imagination and fancy take us into the ideal world and weave beautiful pictures, without which the storehouse of mind would be a gloomy castle; and memory, the most pleasant, yet sometimes the saddest of the three.

With what wonderful distinctness does it bring before us every nook and corner of the old home! Each look and tone of the dear ones is treasured here to be recalled at pleasure.

The thinking faculties are reason, judgment and conception. Reason is closely allied to judgment, and when dethroned leaves the mind in a chaotic state.

Judgment tells me I ought not to attend school in bad weather; my reasoning faculties convince me of the loss irregular pupils necessarily endure.

Conception is the ability to grasp noble and grand ideas.

While reading a book on foreign travel we may have a conception or picture of the places, people, and objects of interest.

For convenience we arrange these faculties into groups and build them into pyramids.

Since we deal with child-mind, how important that we, as teachers, understand psychology.

Our mission is to "educate the head to think, the heart to feel, and the body to act."

#### ROSE-OF-TANGLEWOOD.

HENTSVILLE, Texas, Nov. 20, 1888.

DR. CUREY, who has given the subject of education in the South, the closest and most careful study for years, both as a statesman and a philanthropist, says: "The basis of free government is intelligence and the integrity of citizenship; and that universal education is impossible except through governmental processes and revenues. The cheapest defense of the State for property and life is the education of the people. Thirty per cent. of the white and 70 per cent. of the colored population in the South are illiterate, and among them are 1,350,000 voters who are the prey of demagogues.

The Government should complete the good work it has begun in freeing the negro, by educating him."

#### THE STUDENT'S LEAGUE.

THE aim of this organization is to encourage home study and cultivate habits of reading. It originated a year ago in a school district of St. Louis county, and has succeeded in building up a growing interest in self-improvement.

The plan at the outset contemplated only literary exercises once a week, but increased interest led to the extension of the plan to embrace two other nights each week. The membership at first consisted of 12, but has increased to 35, and the winter season opens with a very earnest band of workers.

It is the desire of the members to be of service in aiding the organization of similar circles in other localities. The teacher of any school district may serve the interest of his community and add to his own by advocating an organization of this nature.

The objects of the League embrace literary societies, class circles, library, and reading clubs; also any other plans that may advance the cause.

The Winter season is a period full of opportunities for those who are bent on turning it to profitable account. A great deal of valuable study and reading may be done during

the coming Winter by those who have a well-considered plan and resolutely carry it out.

One hour each day, earnestly devoted to study or reading, will insure real gain. Any who desire to pursue a course of study or reading, or to establish an organization of this kind, may have the benefit of the League's experience, accompanied with its encouragement, by addressing the corresponding secretary, David Allen, Webster Groves, Mo.

#### PROGRESS IN ST. LOUIS.

A PROPOS of the visit of the English Commissioner, Mr. Mather, to St. Louis, whose enquiries it will be remembered were largely in the interest of scientific and technical education.

We cannot but appreciate the action of the School Board at its meeting of October 9, when they appropriated \$150 for the purchase of appliances to aid in giving instruction in the physical sciences in the High School, and \$75 for the purchase of geometric solids and models to aid in teaching form and drawing in the district schools.

Our schools need more and more things to teach with, that pupils may make independent investigations and each one ascertain for themselves the properties of this or that thing.

We welcome this, as well as the recommendation of the Course of Study Committee, that sticks and pasteboard be furnished to the district schools for the purpose of having pupils make their forms before drawing them, as a step forward, as one means to an end whereby physical training in seeing and doing shall be used to stimulate mental thought.

Mr. Mather said at Boston, I hope to see America utilizing her magnificent institutions in the direction of inculcating industrial training. You do not want much money, you only want a re-adjustment of what is being done.

For you and for us of England, there is no future but in the children. We have to take the chief care of the children of our working people. The foundations of society rest upon the working people—those who really live in every sense close to the earth.

To you in this great and free country we look to solve these great social problems, that the best education and the best future may be given to the creators of your wealth."

Dyspeptic, nervous people, "out of sorts," Colden's Liquid Beef Tonic Ask for Colden's. Of druggists.

A Consumptive cough is dangerous. Arrest it with Hale's Honey of Hoarhound and Tar.

PIKE'S TOOTHACHE DROPS cure in one minute.



## LOUISIANA

### American Journal of Education.

GEO. D. ALEXANDER..... } Editors  
J. B. MERWIN..... }

#### LOUISIANA.

HON. G. J. ORR of Ga., before the Congressional Committee on Education, in 1882, said: "I ask the candid consideration of this great question of the education of the masses, greater than questions of commerce, than questions of currency, than questions of tariff, than questions of constitutional law—greater than any questions that statesmanship will have to contend with, because we make the people, and without the people we can have nothing else."

Educators of Louisiana can do much toward the education of the masses by sending petitions to Congress asking for \$50,000,000 to be distributed per capita of population, for school purposes. Louisiana would receive as her share \$939,940.

State Supt. Fay says: "There are as good schools in Louisiana as in Massachusetts or any Eastern State, and that in proportion to the white population he believes there are as many well educated men and women."

What we need in Louisiana is to have these good schools vastly multiplied.

The New Orleans *Times-Democrat*, in alluding to the World's Industrial and Cotton Exposition in that city, says: "It will certainly be a good idea if the Exposition can direct attention to the educational wants of the South, as well as to the industrial resources. The development of iron mines, the building of cotton factories, will do very little for the South if it is cursed with illiteracy as at present. There has been an educational department at nearly every important Exposition held, and it has confessedly done a great deal of good."

The teachers of Opelousas have organized a mutual benefit association.

The Baton Rouge public schools have an attendance of 343 pupils.

The plan of the Normal Female College, for educating female teachers for the public schools of Louisiana, was discussed in the Teachers' Institute recently held in Minden. Both Dr. Horne and Supt. Fay approved it—the former stating it was similar to the one in Pennsylvania, and the latter promising his hearty support in bringing it before the people in every parish he should visit.

The Blair bill for distributing \$50,000,000 surplus revenue to the support of public schools, is attracting a

great deal of attention in Louisiana. All favor it, but differ in the manner of appropriation, and the basis on which it should be made. A petition will be extensively circulated for signatures, to be sent to Congress, praying for the passage of the bill apportioning to each State according to the number of illiterate citizens, and the fund received to be apportioned pro rata, to the education of children of scholastic age, regardless of color or sex.

LOUISIANA would receive nearly one million dollars for immediate use, if \$50,000,000 were appropriated on the per capita basis for schools. We need this money very much—we need it now. But few schools are open, for want of funds. Children are growing up in ignorance and incapacity. We need normal training schools, to fit persons as teachers.

Minden Female College has done much in this direction already, but we need more teachers.

New Orleans needs now and would get \$216,140 and Shreveport \$11,960 with which to establish public schools without increasing taxation at all. And so of other parishes all over the State, where the schools are now closed.

Supt. Fay says: "Federal aid would be welcomed, if the fund appropriated were under the management of local authorities, without Federal interference further than to see that there was a proper use of the fund. This is rendered necessary now because of the large number of educable children of the colored race. There is a moral obligation on the part of the Federal Government to secure their education. This class has so increased, that to keep up the present system will require a very large tax upon the people of the State."

#### ✓ TEACHERS' INSTITUTES.

SUPT. FAY, accompanied by Rev. Dr. Horne, has just closed a three days' Institute in Minden.

In his opening address Supt. Fay explained the agency of Dr. Curry of the Peabody Fund in getting up these institutes. At his request Dr. Curry had appropriated \$3,500 to employ a lecturer and defray the expenses.

Fortunately he had been able to secure the services of Rev. Dr. Horne of Allenton, Pa., who had been for six years superintendent of a Normal College, and more recently had lectured in Texas, where both the press and prominent educators had highly recommended him as an instructor of teachers' institutes.

During the three days we were favorably impressed with the efficiency of Dr. Horne. He made us, old as

we are, feel as if a new lease of life were given us, remarking, "Live educators never grow old."

No teachers' institute had ever been held in this section before.

The first ones were held at Vidalia and Tallulah, the next at Monroe. From there they went to Bastrop, where they met with a better attendance and found more interest than at any place so far visited. This was owing to the zeal of Mr. Heller of that place, a gentleman whose heart and soul is in the cause of education, and who has perhaps given as much time to promoting public instruction as any man in the State. At Bastrop they were enabled, by the good attendance, to give a very fair idea of what a teachers' institute should be, and how it should be conducted. No doubt it will prove of much benefit to the teachers of that section.

The next institute was held at Farmerville. The people took more interest than the teachers. It will have its good effect in enlightening the people, and by giving them a fair knowledge of how a public school should be conducted; and it will cause them to be more careful in selecting teachers.

At Homer, their next point, a good deal of interest was manifested, with a fair attendance.

With the exception of the faculty of Minden Female College, and the attendance at every lecture of Mr. Paul the colored teacher of this place, we noticed few of the teachers of either public or private schools.

From what we saw here, we are sure these institutes, held in the various parishes, will be productive of much benefit to the cause of education.

We are grateful to Dr. Curry for enabling us to see an institute in our midst.

From here the lecturers go to Shreveport, and thence continue their route through the parishes, until they reach New Orleans. We wish them hearty God-speed in their good work.

#### Proof Everywhere.

If any invalid or sick person has the least doubt of the power and efficacy of Hop Bitters to cure them, they can find cases exactly like their own, in their own neighborhood, with proof positive that they can be easily and permanently cured at a trifling cost—or ask your druggist or physician.

GREENWICH, Feb. 11, 1880.

HOP BITTERS CO.—Sirs: I was given up by the doctors to die of scrofula consumption. Two bottles of your Bitters cured me. LEROY BREWER.

**The Blood Would Run.**—For five years I was a great sufferer from Catarrh. My nostrils were so sensitive I could not bear the least bit of dust; at times so bad the blood would run, and at night I could hardly breathe. After trying many things without benefit I used Ely's Cream Balm. I am a living witness of its efficacy. Peter Bruce, farmer, Ithaca, New York. Easy to use, price 50 cents.

## SCHOOL OF MINES

—AND—

## METALLURGY,

Rolla, Phelps County, Mo.

—A—

(State University.)

—I—

A School of Civil and Mine Engineering, with Practical Chemistry and Metallurgy as Specialties.

—O—

The course of study extends through three years, embracing the following:

#### Civil Engineering.

In this department practical work is a distinctive feature; use of instruments, land and rail road surveying, drawing, sketching, triangulations, excursions to bridges, railroad construction, &c., form the chief work of this department.

#### Mine Engineering.

Exploration and attack of mineral veins and deposits, timbering and surveying of mines, hoisting, pumping, and ore concentration are discussed in detail.

#### Mathematics.

In this department the aim is not alone to develop and strengthen the reasoning powers, but at the same time to secure such a familiarity with principles and processes as to enable the student to apply them to the solution of the questions that daily arise before the practical engineer, and to prepare him to read with ease the standard works of the profession. To this end special attention is devoted to the infinitesimal analysis and the method of limits in geometry and mechanics, and to the differential and integral calculus and its applications.

In the preparatory school great care is taken to secure thorough preparation in algebra and geometry, and a high grade of scholarship is required for admission to the professional courses.

#### Chemistry and Metallurgy.

Provision is made in the laboratories for teaching General Chemistry, Chemical Philosophy, Industrial Chemistry, Determinative Mineralogy, Qualitative and Quantitative Analysis, and Quantitative Blowpipe Analysis. Also assaying as applied to gold, silver, lead and copper ores, by fire and volumetric methods.

The chemical laboratory is well supplied with good apparatus, assay furnaces, gas, and modern conveniences.

In Metallurgy instruction is given by lectures, with recourse to the best works on the subject; applicants for graduation are required to furnish estimates and drawings of furnaces, metallurgical machinery, etc., etc.

#### Preparatory Department.

Although the School of Mines does not undertake to do the work of the common schools, a preparatory department has been established for the benefit of those who wish to prepare themselves for admission to the professional courses.

Special work in Chemistry and Mathematics for Advanced Students.

Work in this School thoroughly practical.

Tuition in all studies for the year.....\$30  
Board at Rolla per month.....\$9 00 to 15  
Spring term begins Feb. 6, 1883.  
For further information apply to

CHAS. E. WAIT, Director.

G. Z. WHITNEY, Sec'y.

## TENNESSEE American Journal of Education.

### IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS  
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,  
NASHVILLE, TENN., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,  
State Supt.

### ANOTHER CONSOLIDATION.

IT is with no small degree of pleasure that we announce to our readers the consolidation of the *Southern School Journal*, published at Nashville, Tenn., with the *American Journal of Education*.

We entered the field of educational journalism a few months ago, yet so popular has this enterprise become, that we can boast of the largest circulation of any educational paper ever published in the South.

Every mail brings us letters of commendation from our strongest educators, approving of our work.

To these and to all others interested in the cause of education and in our former publication, we will say that our untiring efforts and zeal will not be at all abated, but with the combined efforts of the most widely circulated educational journal in the United States, we shall be enabled to accomplish vastly more in this work than heretofore. We now have, since our consolidation, about 21,000 bona fide subscribers, and our columns are read regularly by at least 200,000 persons.

It is a conceded fact that our people must be educated as to the importance, the efficiency and the power of the public school system, before we can ever get them to act unitedly as a body in raising the present standard to its proper plane. It is with this end in view that this consolidation has been made.

We desire the help of all in this work who are interested in the up-building of our educational system in the South. We shall discuss those

points which are of most practical value to our readers.

The grandest stride ever known in the history of our Nation is now being made in our educational efforts. Nothing less than fifty millions of dollars will meet the emergency.

No journal in the land has a reputation for ability and independence, equal to that of the *American Journal of Education*. It has grown to be a National organ, with National power. We earnestly solicit the co-operation of our friends in extending our present subscription list to 25,000 before the expiration of 1884.

With an assurance that the consolidation of the *Southern School Journal* and *American Journal of Education* has been made with the view of benefiting its readers, we shall expect and duly appreciate their earnest co-operation. W. E. BELL,  
Late Business Manager.

In unity there is strength!

Prof. Bell states the case clearly and pointedly, as usual.

We shall be strongly re-inforced by his ability, experience and energy, and we shall also try to fully reciprocate all this not only in the same but in other directions.

We have advocated larger appropriations for educational purposes, and the more prompt and liberal payment of our teachers for years past.

In Missouri the average compensation of our teachers, over 9,000, was increased last year, according to the official report of Hon. R. D. Shannon, \$19.62.

Now if we can secure the needed appropriation of \$50,000,000 for educational purposes, to be distributed per capita, Tennessee would get \$1,541,360, and we could do more for the faithful teachers of this State than we have done for those of Missouri.

So of other States. If we rise now to the level of our opportunities the 290,000 teachers can flood Congress with petitions asking for this \$50,000,000 for education.

We shall, in connection with Prof. Bell and other strong helpers, make every issue of this journal stronger and better both for the individual teacher, and for all school enterprises, public and private.

J. B. MERWIN,  
Managing Editor.

Dr. Curry says: "The frequent change of school officers, superintendents and others connected with administrative functions, produces serious inconvenience and sometimes real harm. The value of the work of these men is often not dependent so much on natural cleverness and aptitude as on the practical experience, acquired habits, knowledge and expertness which come from acquain-

tance with a system and the intelligent application of rules.

Time is needed to familiarize one with principles and details, to enable him to understand character and scope of duties.

At the South, where public school systems are novel, and where many intelligent citizens are unfamiliar with their operations, the necessity of permanence in school officers is greater than in States where such schools have been for generations a part of the daily life."

WITH increased wages our teachers would increase their libraries, attend institutes and lectures, and in every way prepare themselves for greater efficiency and usefulness in their important work.

Is it not best, as we need the votes of a majority of the States to carry the measure, that we ask for \$50,000,000 to be distributed per capita, rather than on the basis of illiteracy?

JOHN C. CALHOUN said the effect of distributing \$28,000,000, in 1836, among the States per capita, would be to "make them jealous and vigilant guardians of the action of Congress on all measures touching the disbursements and expenditures of the Government."

WOULD it not be a fine exercise, and a practical one also, to set your older pupils and others at work to draft a new petition to Congress for Federal aid for educational purposes, to the extent of \$50,000,000, to be distributed per capita?

WOULD it not be a practical sum in mathematics to have the pupils give the figures on the blackboard of how much each State would get if \$50,000,000 were allotted per capita for the cause of education? Also, how much your county, your township, your district would get?

We think so.

LET the facts be clearly stated, that with fifty millions we could establish more normal or training schools; could pay for better and more intelligent supervision. But above all and better than all, we could very materially increase the wages of our common school teachers without any additional taxation. We need to do this in order to retain competent teachers and to enable those now teaching to become more competent.

HAVE you ever thought how much entertainment might be had at home evenings, if you could only find some way to use your chromo cards, photographs, scrap pictures, etc., in a magic lantern instead of the old familiar stock of glass slides? It seems almost like wishing for the impossible, and yet a cheap instrument has been invented for the purpose, called the *Polyscope*, and you can learn all about it by enquiring of the Murray Hill Publishing Co., 125 E. 28th Street, New York City.

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## IOWA.

THERE is one great National Government, the civilized and enlightened United States of America, the richest and most prosperous of all, which is doing nothing or next to nothing for the promotion of education. Its treasury is full to overflowing; it is paying off its debts so rapidly that their discharge is a source of financial embarrassment to its people; its legislators are perplexed, not as elsewhere to find new objects of taxation, but to discover ways of reducing its revenue. Yet it appropriates nothing out of its abundance to the extirpation of ignorance among the millions for whose general welfare it was established.

It lays upon its citizens duties and responsibilities which require intelligence for their right discharge; but it touches their burdens not with so much as the end of a finger. It now remains for the Nation to lift this burden of disgrace from itself and of oppression from the States.—[Phila. American.

The friends of education in Iowa can help to remove this disgrace by petitioning Congress for \$50,000,000 to be distributed among the States on the basis of population, for educational purposes. Iowa would thus add \$1,624,600 to its school fund.

Bancroft has established a free library, and the historian for whom it was named, has promised it \$1,000 in books.

## ILLINOIS.

WHEN the subject of Federal aid for educational purposes was before Congress in 1872, Prest. Garfield, who was then a member of the House of Representatives, gave the key-note on which it is now intended to manage the National Educational Fund. He said:

"How is this great gift to be distributed? We propose to give it through the American system of education; and in giving it we do not propose to mar in the least degree the harmony and beauty of that system. We do here solemnly protest that this gift is not to destroy, or disturb, but it is rather to be used as a part of and to be wholly subordinated to what I venture to call our great American system of education.

In the municipal power under our State governments, there is the centre of responsibility, and there is the chief educational power."

The teachers and school officers in Illinois are an important part of our "great American system of education," and it is expected of them to greatly assist in securing Federal aid for educational purposes. This can be done by petitioning Congress to

distribute \$50,000,000 per capita of population. Illinois would receive \$3,077,870.

The Sangamon County Teachers' Association held a meeting at Auburn. Questions as to instruction in reading, arithmetic and language were considered.

In Edwards county the school tax has been increased from \$2,500 last year, to \$3,800 this year.

At Cairo a public library building to cost \$25,000 has been donated by Mrs. Anna Safford, in memory of her late husband, A. B. Safford.

At the Jersey County Teachers' Institute, Ex-Governor Carlin said he had a hope that the educators of our time would employ more practical studies for mere discipline of the mind than dead languages, and the must and cobwebs of the past. He advocated more attention to moral and political law and history of the current times, and favored National aid to build school houses.

State Supt. Raab is holding conference meetings with county and city superintendents assembled at central points in each Congressional district, with the very best results.

The Chicago teachers were officially refused a holiday on Thanksgiving day, so they would not draw pay if absent on that day.

The expenses of the Chicago Kindergarten last year were \$3,300. At the annual meeting addresses were made by Messrs. Parker of Boston, Heilman of La Porte, Ind., and Hand of Chicago.

Mr. Thomas H. Clark, who for 25 years was principal of the public schools of Ottawa, died Nov. 11.

The colored people in a convention held at Springfield, resolved that the colored youth should acquire an industrial education in the institutions established under the act of Congress of July 2, 1862, relative to industrial schools, to remove caste prejudice.

At the State Fair a new feature was the educational exhibit from the graded and high public schools of the State. In this exhibit 250 schools, largely country ones, were represented, and the State Teachers' Association appointed a committee to award premiums on comparative excellence. Messrs. Rush of Pike and Hull of Jackson county supervised the educational department of the Fair.

—The graduating class of the Western Musical Conservatory, Rolla, Mo., gave their first regular Recital in the Conservatory Hall on the evening of November 6th. This is the first class that ever graduated from that institution, and consists of six young ladies, representing three different States.

TEXAS SCHOOL AGENCY.—Teachers desirous of coming to Texas, can obtain valuable information by addressing Texas School Agency, Temple, Texas.

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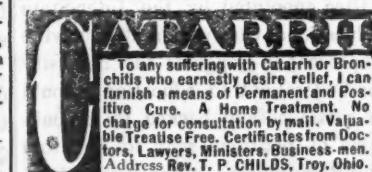
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## MISSISSIPPI

### American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to our wants in Mississippi, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

A NUMBER of leading educators, members of the Nat. Teachers' Association, have asked the Executive Committee to designate White Sulphur Springs, Va., as the place for holding the next annual meeting.

We hope the committee will grant this request, as such a meeting has never been held at the Springs, and as it is an excellent place for Northern teachers to obtain rest and recreation, as well as for drawing an unusual large attendance of teachers from the Southern States.

These advantages afford superior opportunity of friendly acquaintance between the educators of the North and South.

There is no doubt that extra favorable arrangements can be made for reduced railroad and hotel fares at White Sulphur Springs, the Saratoga of the Southern States, for the Association.

B.

AN able and influential committee appointed by the Inter-State Educational Convention at Louisville to present to Congress the necessity for Federal aid to education, should be sustained and backed up by millions of petitions sent to Senators and Representatives from every State. Let the petitions pour in.

If you do not like the form of petition we print, for Federal aid, to the extent of \$50,000,000, get up a better one, and circulate that. Thousands are already circulating ours with success, in Texas, Missouri, Louisiana, Mississippi, Georgia, Alabama, Ill., Ark., Tenn., and in other States. Teachers and their older

pupils are at work, and in doing this are helping themselves.

THERE is wit and wisdom enough in Congress to make it entirely safe to distribute \$50,000,000 per capita, to promote education in the several States, on the basis of the resolution adopted at the Inter-State Educational Convention held at Louisville. We believe in the distribution on this basis:

*Resolved*, That such aid should be distributed under State laws and by State authorities exclusively, and with proper guarantees for its faithful application.

THE newspapers now publish everything to everybody, so that if \$50,000,000 be granted to the States per capita, there is no immediate or prospective danger, even, that any portion of the money will be misapplied.

Expenditures even for the "secret service" are now published.

ARE we not better able in 1883-4 to distribute \$50,000,000 on the per capita basis, for education, than they were in 1836 to give \$28,000,000 on this basis? Is not the necessity for this greater now than then?

Consult the statistics of illiteracy if you doubt it, and forecast if possible the results of this illiteracy unless it be removed.

WHAT we have done for Missouri in increasing the average wages of teachers \$19.62, can be done for every State in the Union, if our teachers take hold and circulate the petitions for Federal aid for education, to the amount of \$50,000,000.

THE fact is, our schools are crippled all the time for want of funds; taxes are already burdensome to pay interest not so much on State indebtedness as on bonds for municipal debts.

School directors and trustees are loth to increase taxes for school purposes on this account. Hence the teachers are underpaid all the time, and we lose the best talent in the profession because the compensation is so meagre.

\$50,000,000

distributed per capita would remedy this defect in our school system, and give us the funds not only to hold on to our competent teachers, but to materially increase both the force and their efficiency.

GENERAL JACKSON, in his message in favor of Federal aid to the extent of twenty-eight millions, said:

"When this shall be done, our population will be relieved from a considerable portion of its present burdens, and will find, not only new motives to patriotic affection, but ad-

ditional means for the display of private enterprise. The fiscal powers of the States will also be increased, and may be more extensively exerted

#### IN FAVOR OF EDUCATION

and other public objects; while ample means will remain in the Federal Government to promote the general weal in all the modes permitted to its authority."

That was sound doctrine then—it is sound doctrine to-day. Send in the petitions to Congress for fifty millions!

A large number of our teachers are organizing school district libraries—a grand thing and a most helpful and salutary thing, too.

By a little combined effort on the part of the teacher, the older pupils and the parents, a whole neighborhood can secure the reading of the *North American Review*, the *Century*, the *Atlantic*, the *Popular Science Monthly*, *Littell's Living Age*, *St. Nicholas* and *Wide Awake*.

What a fund of interesting information on all sorts of topics would be afforded by the above list of magazines, circulated in every school district, and supplemented, of course, by the *American Journal of Education*.

We shall be pleased to render any assistance in our power toward helping along these libraries and reading clubs.

OUR teachers are doing a vast amount of good by this effort to furnish their pupils and the people with good reading. Already in many school districts the organization has been perfected, rules adopted, the money raised, and the list of magazines mentioned elsewhere, secured for regular distribution. In addition to these, debates are being held on the question of appropriating \$50,000,000 to aid the cause of education.

OCCASIONALLY, those who are entitled to a copy of the *American Journal of Education*, fail to receive it.

In so large a list as we mail, errors sometimes occur, in spite of the most careful management.

If those who fail to receive a copy promptly will kindly notify us by postal card, we shall be glad to correct errors, and to duplicate the numbers you have not received.

We want every person entitled to the *JOURNAL* to get it regularly and promptly, and if our friends who fail to receive it thus will let us know, we shall feel under obligations to them. It shall be sent!

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16-12

## WHAT IS CATARRH?

From the Mail (Canada) Dec. 15.

Catarrh is a mucous purulent discharge caused by the presence and development of the vegetable parasite amoeba in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: Morbid state of the blood, as the blighted corpuscle of tubercle, the germ poison of syphilis, mercury, toxemia, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in a constant state of irritation, ever ready for the deposit of the seeds of these germs which spread up the nostrils and down the fauces or back of the throat, causing ulceration of the throat; up the eustachian tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to discover a cure for this distressing disease by the use of inhalants and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucous tissue.

Some time since a well-known physician of 40 years' standing, after much experimenting, succeeded in discovering the necessary combination of ingredients which never fails in absolutely and permanently eradicating this horrible disease, whether standing for one year or 40 years. Those who may be suffering from the above disease should, without delay, communicate with the business managers, Messrs. A. H. DIXON & SON, 305 King Street West, Toronto, and get full particulars and treatise free by enclosing stamp.

16-12



## NEBRASKA.

**D. R. CURRY**, the general agent of the Peabody Fund, says:

"Public education at public cost has its best defence in the obligation to preserve National life. A State may well go to the extreme limit of taxing power to save its autonomy, to prevent dissolution, or to perpetuate the liberties of the people.

Indispensable to these ends is the fitting of the people to fulfil intelligently the duties of citizenship. Ignorance is not the less harmful, whether the tenement which the mind inhabits be of one color or another. A citizen is a citizen. The expenditure of blood and treasure, as well as the organic law of the Union, have settled this irrevocably."

In the above argument for Federal aid the educators of Nebraska can see the necessity of using their influence toward sending petitions to Congress asking for the distribution of \$50,000,000 per capita of population, and thus securing \$452,400 for their State.

At Omaha, Neb., the board of education authorized the establishment of kindergartens in the public schools and several kindergarten teachers were obtained from St. Louis to direct the experiment. The *Herald* asks for the introduction of evening schools, where practical attention is

given to mechanical drawing, so as to aid the boys in their trades.

"If the various countries maintain the present rate of increase," says Mr. Gosselin, Secretary of Embassy at Berlin, "fifty years hence the United States will have a population of 190,000,000, Russia approximately 153,000,000, Germany 83,000,000, the United Kingdom 63,000,000, Austro-Hungary and Italy both 44,000,000, France only 40,000,000."

## DAKOTA.

**D. R. CURRY** says: "The education of all is essential to true manhood, to right citizenship, to National wealth, to the highest development of productive resources, to the stability of free institutions, to good government; and this education is a rightful and necessary tax upon the property of the community. To withhold such contribution is unwise and suicidal."

School teachers in Dakota should supplement the above argument for Federal aid by sending petitions to Congress for the distribution of \$50,000,000 per capita of population, so that Dakota will receive \$135,180 for school purposes.

Bismarck has opened a free public library.

Huron has free reading room, open in the evening for industrial men.

Dakota Territory has an educational boom. At Bismarck a high school building to cost \$25,000 completed and furnished, is being built. At Huron, a town three years old and having a population of 2,500, a beautiful college building is being constructed. Blunt, a town 8 months old, has 1,000 inhabitants and a good school house.

McLean county has elected J. M. Carnahan superintendent of schools.

The citizens of Dakota are advocating a proposition to buy the Sioux reservation for \$5,000,000, and make the General Government custodian of the money, with which to establish a permanent fund for giving industrial schools, agricultural implements and homesteads to the Indians, to assist them toward civilization.

## NEW MEXICO.

Gov. Sheldon of New Mexico, in an official report says the value of the taxable property in the Territory is about \$50,000, and it has 150,000 inhabitants, three-fourths of whom are natives, and speak the Spanish language. He thinks there is urgent need for a public school system in the Territory, and wants Federal aid. If he will help to push the Blair bill through Congress, New Mexico will receive from an appropriation of \$50,000,000 surplus revenue, \$530,000 for educational purposes.

## KANSAS.

Newton enrolled 720 pupils in the public schools of that town.

The citizens of Clinton township, near Lawrence, recently voted \$1500 to a fund to build a public school house.

The Kansas University, at Lawrence, has 490 students.

The Campbell Normal Institute, at Holton, began its second year with 150 students.

Minnesota has 191,870 pupils enrolled in its public schools this year. At St. Paul a new high school building has been completed and furnished at a cost of \$130,000. At Minneapolis the Plymouth Congregational Church has given \$5,000 for the erection of a kindergarten building and for maintaining such a school in that city.

HERE comes a great opportunity. If our teachers rise to the level of it, and secure the signature of every tax payer, and pour in the petitions, Congress will grant the *fifty millions* asked for, for school purposes.

For a 2-cent postage stamp we can send you the facts in regard to the action of Congress in distributing in 1836, \$28,000,000, in three installments, to the several States, on a per capita basis.

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## TEXAS.

The local bonds were held at a premium, but the Board of Education are now getting them at par.

There is an active demand for school land leases, calls having been made for tracts as large as 80 sections, or nearly nine miles square.

The Attorney General has ruled that all squatters and delinquent renters on enclosed school lands shall pay back rent from 1879 at the rate of \$25 per section a year, and the Comptroller is enforcing collections.

Zealous advocates for school privileges are memorializing the Legislature to increase the educational tax from seven to ten cents per \$100 of assessed property, and to adjust the tax rate so as to give one-third of the money to schools.

The State University has 167 students, 40 women and 127 men.

The State Board of Education have distributed the Peabody Fund to the Normal Schools, and authorized the purchase of chemical apparatus for their use.

Austin public schools have 1,610 pupils, and recently received \$8,245 from the State to enlarge buildings and increase the number of teachers.

Laredo public school has 200 pupils, and more desks and supplies had to be purchased to accommodate an unexpected increase in attendance.

Fort Worth is erecting two more buildings, to accommodate 600 pupils.

Sweetwater claims to have the largest public school in Northwestern Texas, and the citizens have voted a special tax of fifty cents on the \$100 of taxable property, to have the school maintained ten months this year.

The public schools at Giddings are graded, and give an academic course of instruction. They have 200 pupils, one-third colored.

The Hamilton College Association was recently chartered with a capital of \$10,000, to erect a building and maintain a college at Hamilton, Hamilton county.

Two teachers have purchased thirty acres of land in Hillsboro, with a view of establishing a graded school there.

Mr. Stout of Macon, Ga., has been installed as superintendent of schools at Trinity.

Waxahachie has a college. The local newspaper says the institution "Belongs to the class of schools that will do most toward educating the youth of the State and laying the foundation for the future intelligence, prosperity and enterprise of the country."

Belton, Bell county, public schools have 460 pupils. The superintendent

is Mr. Williams. The city council have authorized the erection of another school building.

Martin, Falls county, is building a \$5,000 school house, to be occupied this winter.

The enrollment of the Houston public schools is 500 more than last year. The twelve white schools have 66 pupils in the higher grade, 351 in the grammar, and 597 in the primary departments, and the five colored schools 643 pupils. Total enrollment 1,657, with an attendance of 94 per cent.

## Recent Literature.

SHAKESPEARE'S MERCHANT OF VENICE.—Hudson and Lamb. Bound in boards. Life, 10 pages; Lamb's story, 16 pages; Text and Notes, 81 pages; or 107 pages in all. Introduction price, 20c. Boston: Ginn, Heath & Co.

It contains Hudson's Life of Shakespeare, and about two-thirds of the Text and Notes of his school edition. Nothing is omitted that would impair the value of the work for children; but, on the contrary, by introducing them directly to the leading characters, their interest in it is heightened.

The story of the play is taken directly from Charles and Mary Lamb's "Tales from Shakespeare."

ESSENTIALS OF GEOMETRY. By Alfred H. Welsh, A. M., late Professor of Mathematics in Buchtel College, author of "Development of English Literature and Language." Chicago: S. C. Griggs & Co.

The retail price is \$1.50. A specimen copy for examination will be mailed, postpaid, to any teacher, on receipt of \$1.00. Correspondence in reference to this book is cordially invited.

This work is written specifically for the intelligent study of geometrical science, and is constructed in strict accordance with recognized psychological laws. It comprises seventeen chapters.

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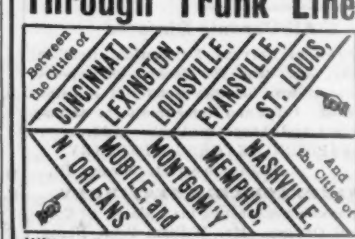
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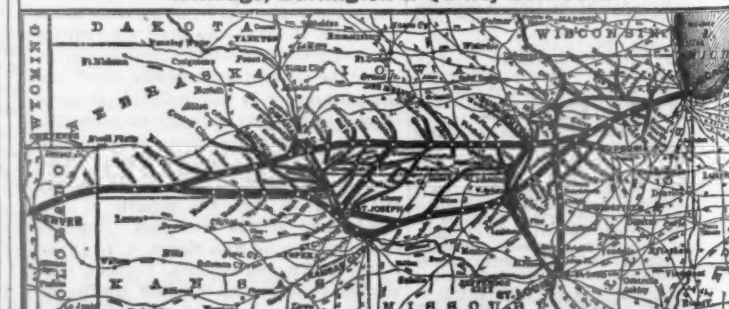
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It is no new thing, this subject of Federal aid for education. As far back as 1835, when the National Government had more money than was needed, the majority said: "Let us give it to the States, to spend on education, internal improvements and relief from direct taxation." In that majority were Democrats like Gen. Jackson and John C. Calhoun, and Whigs like Daniel Webster and Henry Clay; and a law adopted in 1836 distributed \$28,000,000 among the States in proportion to their population.

No man ever forgot the visitations of that power to his heart and brain, which created all things new; which was the dawn in him of music, poetry, and art; which made the face of nature radiant with purple light, the morning and the night varied enchantments.

Don't flatter yourself that friendship authorizes you to say disagreeable things to your intimates. On the contrary, the nearer you come into relation with a person, the more necessary do tact and courtesy become. Except in cases of necessity, which are rare, leave your friend to learn unpleasant truths from his enemies; they are ready enough to tell them. Good breeding never forgets that amour-propre is universal.

Are you going to Florida this winter? Mr. John W. Mass, Assistant General Passenger Agent of the Louisville & Nashville Railroad in St. Louis, issues a circular setting forth the inducements of Florida as an ideal winter sanitarium; gives figures to show that at St. Augustine the temperature scarcely varies during the four seasons; refers to the several lines of through sleepers to Jacksonville via either Montgomery or Pensacola, and says: Excursion tickets, which are now on sale via this route, good to return until June 1, 1884, are limited to fifteen days en route each way—thus enabling passengers to stop off at the prominent places on their journey.

Send to John W. Mass, St. Louis, for circular giving full particulars of the attraction of the routes over which he furnishes tickets.

For 25c you can obtain a neat little book containing some very good suggestions for Christmas entertainments, including decorations and gifts. It also contains letters of suggestion from school workers in various parts of the country. Published by David C. Cook, 46 Adams Street, Chicago.

A good Baptist clergyman of Bergen, N. Y., a strong temperance man, suffered with kidney trouble, neuralgia, and dizziness almost to blindness, over two years after he was told that Hop Bitters would cure him, because he was afraid of and prejudiced against "Bitters." Since his cure he says none need fear but trust in Hop Bitters.

The Western Musical Conservatory, Rolla, Mo., [see card on another page] is enjoying a prosperous year. About one hundred pupils are enrolled, and over 450 lessons per month are given in the piano department alone.

The course of studies and plan of work are thorough and practical. Pleasant home for young ladies and good instruments for practice. Tuition for regular musical course including use of piano, only \$45 per year. Pupils received at any time.



**A Mechanical Wonder**—Last year we first introduced this CHARMING SOUVENIR to the children of America and it is safe to assert that no Toy ever devised attained such immediate popularity. We were then unable to meet promptly the great demand that came upon us, but we shall endeavor this year to fill all orders the day of receipt. The Doll has been improved in every way since last year. Instead of the stiff German bodies as in all imported Dolls, our Doll has an **AMERICAN MADE BODY** with **limber joints**, so that it will sit easily and gracefully in any position. The arm is of **Finest Kid** with separate fingers. These are positively the **finest bodies ever put in a Doll.** The **Waxen Heads** with long hair are of the best French and German make, made especially for this Doll and they are as beautiful as life—long hair, beautiful eyes and delicately tinted cheeks. We consider them the **finest Doll's Heads ever imported** into this country, and that without the **Wonderful Singing Attachment** THE DOLL ALONE IS WORTH THE ENTIRE PRICE. THE SINGING ATTACHMENT is concealed within the body (see picture). It is one of the most ingenious inventions of the age. It is a **Perfect Musical Instrument**, finely made, not liable to get out of order and so arranged that a slight pressure causes the Doll to sing one of the following airs: "Home, sweet home," "I want to be an angel," "There is a happy land," "Sweet bye and bye," "Bonnie Doon," "America," "Frohe Botschaft" (German), "Tell Aunt Rhoda," "Buy a broom," "Yankee Doodle," "Coming thro' the Rye," "Grandfather's Clock," "Last Rose of Summer," "Did Polk at home," "Pop Goes the Weasel," "God save the Queen," and others. Expensive walking and talking dolls do not afford the little ones half the pleasure and entertainment that our **Wonderful Singing Doll** does, which is the **Greatest Novelty in CHILDREN'S TOYS EVER PRODUCED** and is the most beautiful and appropriate present that can be made to a child. We can furnish three sizes: No. 1, 21 inches high, price \$2.75. No. 2, 24 inches high, larger head, price \$3.25. No. 3, 28 inches high, one half the pleasure and entertainment that our **Wonderful Singing Doll** does, which is the **Greatest Novelty in CHILDREN'S TOYS EVER PRODUCED** and is the most beautiful and appropriate present that can be made to a child. We can furnish three sizes: No. 1, 21 inches high, price \$2.75. No. 2, 24 inches high, larger head, price \$3.25. 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